

Behaviour Policy

Marden Primary School



Approved by: Tracy Thomas

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Avoidance of, or refusing tasks
- Poor attitude
- Not following school rules

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in the class Behaviour book- monitored by Senior Leadership Team.

The senior and extended leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. School Rules

These have been devised through discussion with teachers and children through the School Council. They are simple and easy to understand – a set of general principles rather than detailed specifics. We have a set of Golden Rules that apply at all times and are displayed around the school:

- I will show respect for adults and children in my school
- I will not hurt or upset another child
- I will be polite and helpful
- I will take good care of the school building and equipment
- I will walk inside the building
- I will listen to the teacher

There is also a 'Playground Charter' displayed which outlines expectations of behaviour outside:

- Look after each other. Think of others' feelings before your own
- Keep your hands and feet to yourself and a smile on your face
- Talk politely to adults and each other. If you can't say anything nice don't say anything at all
- Play in the right places
- Take care of our environment
- Look where you are running
- Think before you do

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House points (to work towards a certificate)
- Stickers
- Special responsibilities/privileges
- Star pupil badges (given out in celebration assembly on a Friday- 2 per class, per week)

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending out of the class
- Losing 5 minutes of a privilege e.g. break time and see a member of the extended leadership team
- Losing the whole of a break time and seeing a senior leader
- Expecting work to be completed at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour plan
- Meeting with parents to discuss moving forward
- 4W form to be completed (see Appendix 2)

In response to serious or persistent breaches of this policy, pupils may be sent outside the headteacher's office or to another classroom during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.2 Exclusion

In the event of a serious behaviour incident, the headteacher may impose an immediate exclusion from school. Parents will be informed of the incident, the duration and the arrangements for returning to school. The Local Authority will be informed.

The Headteacher will notify parents in writing of the reason for the exclusion. Before the child is readmitted to school, a reintegration meeting between the parent/carer, child and the school will be held. The purpose of this meeting will be to discuss strategies to support positive behaviour and attempt to avoid further exclusion.

A decision to exclude a child is not made lightly and is done in accordance with Local Authority and Department for Education guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

A copy of this guidance is kept in the headteacher's office.

7.3 Integration Plans

Following consultation with parents/carers it may be necessary to design a specific learning and attendance schedule for an individual child dependant on their need. These integration plans set out the structure of attendance to ensure that full-time attendance is achieved in the shortest possible time but which also allows the child and the school to develop positive attitudes and behaviours and keep the opportunities for negative responses to a minimum.

7.4 Behaviour Chart (please see Appendix 3)

7.5 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the journey to or from school.

7.6 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create a behaviour plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, key members of staff are trained in proper use of restraint.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Full Governing Body every two years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body every two years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection policy
- Anti-Bullying policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every two years.

Appendix 2: 4W Form

The 4W form

Name

Date

What happened?	What rule did I break?
Why did I do it?	What can I do to put it right?

Please talk to an adult about what you have written and ask him/her to sign and comment here.

Now take this home and ask your parents to sign to show they've seen it

Parents/carers signature and/or comment:

Please return this to your teacher

Appendix 3 Behaviour Chart

5
 extra 5 house points

2
 sticker or 2 house points

5
 5 house points

warning

+
 lose 5 minutes and see a leader

+
 lose whole playtime and see senior leader

meeting with parents

helping someone	setting good example	doing more than asked		
doing something kind	trying something difficult	making an extra effort	improving something	
following rules	doing your work	good listening manners	good matters	being positive
disrupting the class	not following rules or instructions	running inside	avoiding tasks being silly	
being rude or disgusting lying	threatening people	refusing to do tasks	saying offensive words	continuing above behaviours
hurting someone on purpose	swearing at someone	damaging property	persistent defiance	stealing repeating above behaviours
fighting in danger	putting people bullying	repeatedly hurting people	extreme or repeated vandalism	continuing or repeating above behaviours